

Reading Comprehension Instruction

3 graduate credits issued by the University of Rhode Island

Course Description:

This course examines research and exemplary practices for acquisition of reading comprehension strategies. Participants scrutinize a range of strategies that support the comprehension process. Instructional frameworks are included for both narrative and expository texts. Discussions also include Reciprocal Teaching and meeting your Grade Level Expectations (GLEs).

Course Goals:

After completing this course, participants will be able to:

- Discuss the scientific research base for Reading Comprehension Instruction (RCI);
- Demonstrate that understanding by using classroom practices that apply the RCI knowledge base;
- Select and use appropriate instructional strategies based upon students need.
- Select and use appropriate instructional strategies based upon understanding texts.
- Integrate the state and local Grade Level Expectations (GLEs) and Primary Literacy Standards into classroom practice.

Course Schedule (for READING FIRST):

- Reading First Summer Institute participation – participants may choose which week
- After-school sharing session with Reading First Institute Team Leaders – to be scheduled during Fall 2006

Course Requirements: In order to receive 3 graduate credits, a participant must complete all the course requirements listed:

1. Class Participation – Being actively engaged in the learning process requires that each participant participate in group and class discussions and activities. An individual may also be asked to “report out” on behalf of his/her group. You will also be asked to respond to research and/or strategies presented (10). Before lunch and at the end of each day, participants will take five minutes to complete an entry in the journal. Rationale: Because the content will be delivered over five intensive days of instruction, this activity will allow participants to “capture” thoughts, ideas and possible ideas for the required lesson plans.

2. Narrative Text Story Map Lesson Plan: Each student will choose a piece of narrative text and complete a story mapping activity: as a teacher planning activity devised by Isabel Beck. From the story map, a set of student questions will be produced.
 - Completed story maps and questions will be shared with grade level colleagues.
3. Expository Text Lesson Plan: Using a piece of expository text, one good lesson is to be designed. This assignment offers lesson-planning options – one of the following:
 - a lesson that explicitly teaches a specific text structure;
 - a lesson that reinforces text structure learning through writing; or
 - a vocabulary lesson that uses the conceptual approach to vocabulary instruction.
 - *Expository Text lesson plans* will be shared with grade level colleagues.
4. Class Attendance – Due to the intensity of instruction and the specific requirements of the Reading First Program, participants **MUST** attend each day, (5 consecutive days) for the scheduled length of time. You will also have to attend one after school follow up session, Fall 2005.
 - Emergency circumstances will be considered on a case-by-case basis
5. Assignment: *Reflective Journal Requirement: 8 entries*
 - Blank journal will be provided.

Grading:

Attendance & Participation: 30%

Narrative & Expository Lesson Plans: 40%

Response Journals: 30%

Required Texts:

1. Improving Comprehension with Think-Aloud Strategies by Jeffrey D. Wilhelm, Ph.D. – to be provided
2. Reciprocal Teaching at Work Strategies for Improving Comprehension by Lori D. Oczkus – to be provided
3. *Bringing Words to Life* – received at the Reading First Winter Institute
4. Reading Comprehension Instruction manual – to be provided
5. Various articles – to be provided

Teachers should also have their copy of the READING Grade Level Expectations (Kindergarten through Grade 5).

URI Statement of Accommodation: If you have a documented disability that requires accommodations, please make an appointment with the instructor by the end of the first day. We will discuss how to meet your individual needs to ensure your full participation and fair assessment procedures.

Participants who have not previously taken a course at the University of Rhode Island will be responsible for a nominal, one-time fee (traditionally \$35).

Summer Schedule:

Day	Session	Topic(s)
MONDAY	Morning	<ul style="list-style-type: none"> Evolution of Reading Comprehension Current Approach to Reading Comprehension Instruction
ARTICLE: <i>What Reading Does for the Mind</i>		
MONDAY	Afternoon	<ul style="list-style-type: none"> Overview of the National Reading Panel The Nature of Reading Comprehension
ARTICLE: <i>Role of the Reader's Schema in Comprehension Learning and Memory</i>		
TUESDAY	Morning	<ul style="list-style-type: none"> Coherence and Structure Narrative
TUESDAY	Afternoon	<ul style="list-style-type: none"> Improving Comprehension of Narrative Text Story Mapping
ARTICLE: <i>Developing Questions That Promote Comprehension: The Story Map</i>		
WEDNESDAY	Morning	<ul style="list-style-type: none"> Expository Text Improving Comprehension of Expository Text
ARTICLE: <i>The Case for Informational Text</i>		
WEDNESDAY	Afternoon	<ul style="list-style-type: none"> Improving Comprehension of Expository Text Before Reading Activities
ARTICLE: <i>Filling The Void... and Reading Comprehension Requires... by Hirsh</i> <i>What Every Teacher Needs to Know about Comprehension by Laura Pardo</i> Reference: <i>Developing Expertise in Reading Comprehension (Appendix B in RCI manual)</i>		
THURSDAY	Morning	<ul style="list-style-type: none"> During Reading Activities
Book: <i>Improving Comprehension with Think-Aloud Strategies</i>		
THURSDAY	Afternoon	<ul style="list-style-type: none"> Vocabulary
ARTICLE: <i>Teaching Vocabulary</i>		
FRIDAY	Morning	<ul style="list-style-type: none"> Reciprocal Teaching
Book: <i>Reciprocal Teaching at Work Strategies for Improving Comprehension</i>		

FRIDAY	Afternoon	▪ Reciprocal Teaching
Book: <u>Reciprocal Teaching at Work Strategies for Improving Comprehension</u>		

Daily Schedule:

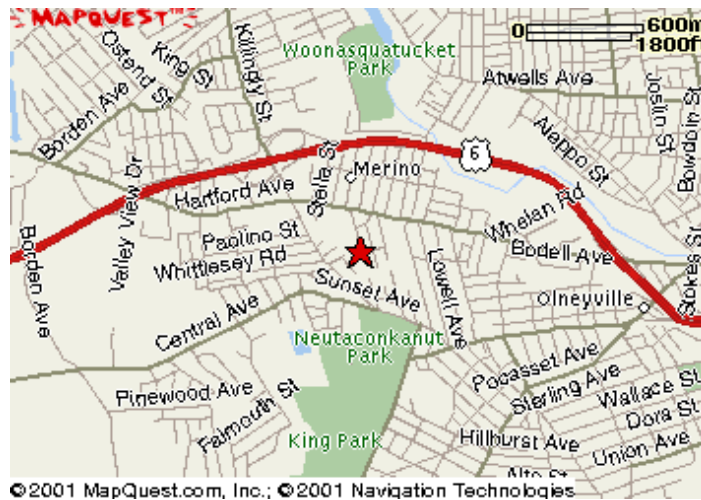
8:00 AM – classes convene

NOON – lunch

1:00 PM – classes resume

4:00 PM – daily dismissal

Directions – Carnevale School



From Rt. 95 exit 22 to the 6-10 connector, take 10 to Route 6 (bear right). 2nd exit is Killingly Street take that exit, take a left off the exit onto Killingly Street. At the light you will see an Ames, that is Hartford Avenue, take that left. We are the 3rd on the right, Springfield Street we are the second school. There are crayons in front of the school.

Anthony Carnevale
Elementary School
50 Springfield Street
Providence, RI 02909
tel. 401.278.0559